

Strategies for Effective Instructional Feedback

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Ask yourself

- ⌘ Outside of growing your own (simply through experience and self-reflection), what is the #1 thing that helps us get better-as teachers or as school leaders?
- ⌘ In your school, how many times per year is a new teacher observed? What about an experienced teacher?

What teachers may experience

<https://www.youtube.com/watch?v=LPW0FzxMKlQ>

Norms

- ⌘ Start/End on time
- ⌘ Dive in to make this your own
- ⌘ Cell phones on silent
- ⌘ Emergencies and burning questions...520-429-3781

Core Idea

The primary purpose of observation should not be to judge the quality of teachers, but to find the most effective ways to coach them to improve student learning.

Improvement through Evaluation (Figure 1)

Veteran teachers in Cincinnati became more effective in raising student math test scores the year they participated in the district's evaluation system (TES), and even more effective in the years after evaluation.



Note: Chart shows teachers' estimated impact on student math test scores in the years before, during, and after their participation in the TES evaluation system. Estimates with solid markers are statistically significant at the 90% confidence level. These estimates do not control for teacher experience, while the main results discussed in the text do include experience controls.

SOURCE: Authors' calculations

Analysis

- ▣ Typical Teaching load: 5 classes/day, 50mins
- ▣ Total minutes of instruction per week: 5 classes/day X 50 mins X 5 days/week = 1,250 mins
- ▣ Elementary classroom instruction totals 1,500 minutes or more per week.
- ▣ One classroom observation/week: 15 minutes
- ▣ $15 \text{ minutes} / 1,250 \text{ minutes} = 1.2 \text{ percent observation of instruction}$

Sample calendar

	Monday	Tuesday	Wednesday	Thursday	Friday
6am					
:30					
7am					
:30					
8am		Meet Wilson	Meet Bradley		
:30		Meet Vargas	Meet Frint		
9am	Observe Wilson, Vargas, Jenkins	Meet Jenkins			
:30					
10am			Observe Mitzia, Boykin, Devin		Observe Settles, Hoyt, Palma
:30					
11am					
:30					
12pm	Observe Christian, Henry, Bernales				Meet Bradley
:30		Meet Worrell			Meet Palma
1pm		Meet Christian			Meet Settles
:30		Meet Bernales	Meet Boykin		Meet Hoyt
2pm		Observe Bradley, Frint, Worrell	Meet Devin		
:30			Meet Mitza		
3pm					
:30					
4pm					
:30					
5pm					
:30					
EVENING					

The Four Key Areas:

⌘ Regular Observation:

- ⌘ Lock in frequent and regular observations

⌘ Right Action Steps:

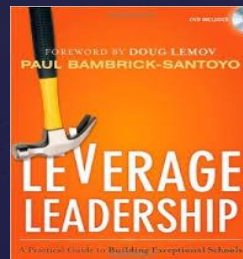
- ⌘ Choose the best action steps for change in each classroom observation

⌘ Effective Feedback:

- ⌘ Give face-to-face feedback that practices the action step

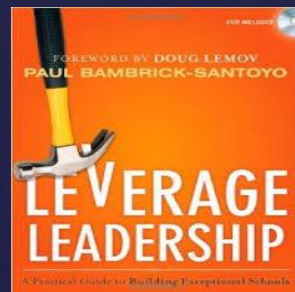
⌘ Accountability:

- ⌘ Create systems to ensure feedback translates to practice



Six Steps to Effective Feedback

1. Provide precise praise
2. Probe - ask a targeted open-ended question about a core issue
3. Identify problem and concrete “bite-size” action step
4. Practice, role play, simulate
5. Plan ahead - design or revise upcoming lesson plan to implement action step
6. Set timeline for action step



Feedback in practice

<https://www.youtube.com/watch?v=EBBlhoFfqwk>

Feedback Tracker

NAME:	Total Obs	3 Major PD / Instructional Goals:	Latest Core Actionable Changes:
Jane Smith	6	1. Strong Voice 2. 100% 3. (Stretch) Positive Framing	1. Don't get caught in too many CFU questions. 2. Turn lights on and off to keep students awake, count hands, consistently demand participation
John Lee	3	1. What to Do 2. 100% 3. Urgent Tone	1. Think more carefully about pacing during Assignment Review. Plan which students you will call on when and which questions you will ask. 2. Use non verbal, lightning quick individual correction to maintain tracking and posture
Christina Jackson	1	1. Think ratio 2. Supporting low-skilled readers	1. Collect DNs to throw out or grade them. Don't have kids do a worksheet you'll never look at. 2. Figure out how to transfer excitement for reading to 8th graders.
Barry Sanders	2	1. Improving the Think Ratio in whole-class discussion 2. Lesson Planning: Using skills (note-taking, reading strategies, outlining graphic organizers) to deliver new content	1. Add collaborative practice to writing assignments. 2. Teach students to brainstorm/quickplan for the OERs 3. When students share their work, tell them to focus on something in particular.
Drema Doe	3	1. Positive Framing 2. Supporting students with special needs (or low-skilled students)	1. Support vocabulary development more with Word Wall, word lists, and word study assignments. 2. Use paycheck here and there for tracking and positive reinforcement.
Amos Jones	2	1. Developing Radar 2. Strong voice (Economy of language)	1. Change seating chart to move low-skilled students to the front and sneaky students to the front. 2. Talk less.

As Educational Leaders...

- ⌘ We never want to discourage anyone who continually makes progress, no matter how slow.

Introduction of Alma and Belinda

- ⌘ What does this look like in the field in real time.

Effective Instructional Feedback for Teachers

- Belinda Boblett – Professional Development Director
- Alma Castillo - Principal

Examples of Observations

Walkthroughs

- 15- 20 min observation
 - Focus
 - 1-2 teaching practices
 - Student work
 - Feedback- 5 min
- Pre conference
 - 60 min observation
 - Focus
 - All teaching practices
 - Student mastery
 - Post conference- 30-40 min

Formal Observations

Similarities

Teaching practices focus
Reinforcement
Refinement
Feedback

Observation Calendar

2014-2015 RCS TAP Observation Schedule

[illegible]

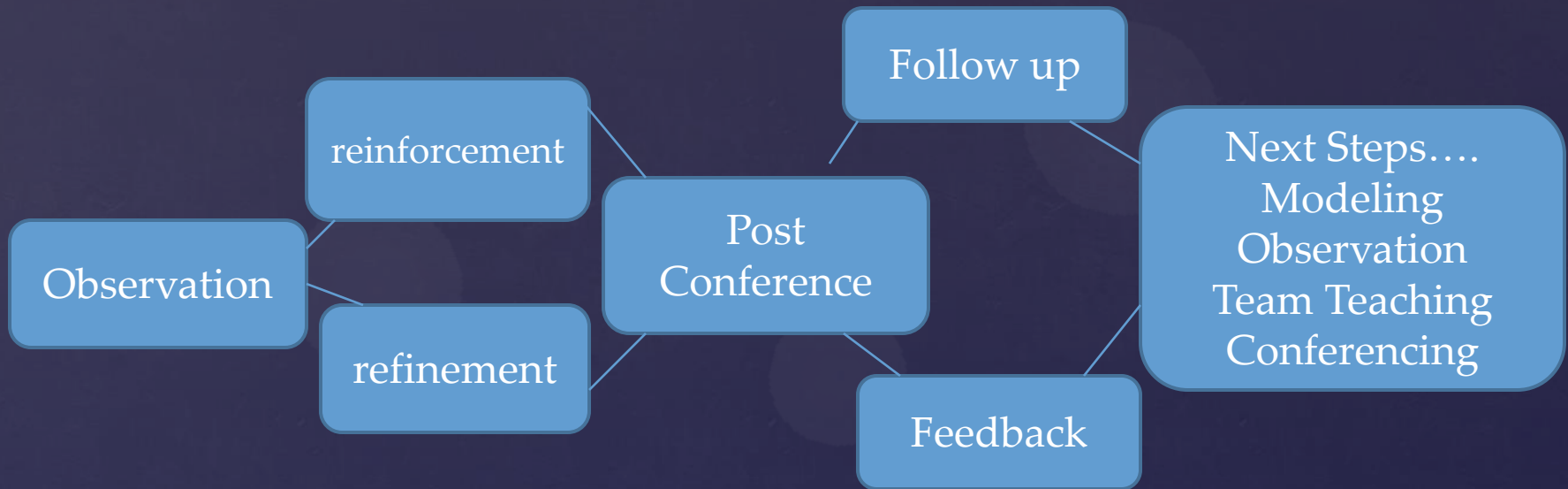
Walkthrough Sample

		Grouping /TKS	LSP B/M/E	PIC/ AF/MS		Ques/TCK	SW/ASSES S	Environm ent	PS/TH	ACT/S-O	Grouping/ TKS	AF/Studen t Eng.	Check 4 U/ASSESS	PS/TH	Grouping	PIC
Teachers		9/10-9/12/9	13-9/19/9	19/20-9/26/9	26/27-10/3	10/4- 10/10	10/11- 10/17	10/18- 10/24	10/25- 10/31	11/1-11/7	11/8- 11/14	11/15- 11/20	11/26- 11/28	11/29- 12/5	12/6- 12/12	12/13- 12/19
Arrizon	MATH	Orozco	Reynoso	Castillo	Solano	West	Coronado	Juarez	Williams	Arrizon	Coronado	West	Orozco	Reynoso	Castillo	Solano
Sotelo	SCIENCE	Orozco	Solano	Coronado	West	Williams	Juarez	Castillo	Arrizon	Reynoso	Coronado	Solano	Orozco	Solano	Coronado	West
Herrera	ELA	Coronado	West	Juarez	Castillo	Reynoso	Williams	Reynoso	Castillo	Juarez	Solano	Arrizon	Coronado	West	Juarez	Castillo
Herrera	ELL	West	Solano	Castillo	Arrizon	Orozco	Reynoso	Orozco	Juarez	Coronado	Orozco	Williams	West	Solano	Castillo	Arrizon
Navarro	ELL	Coronado	Williams	Juarez	Solano	Castillo	Reynoso	Castillo	Orozco	Juarez	Arrizon	West	Coronado	Williams	Juarez	Solano
Ontiveros	ELECTIVES	Orozco	West	Coronado	Arrizon	Solano	Juarez	Solano	Castillo	Reynoso	Castillo	Williams	Orozco	West	Coronado	Arrizon
Orozco	ELA	West	Coronado	Arrizon	Reynoso	Castillo	Solano	Coronado	Juarez	Castillo	Juarez	Williams	West	Coronado	Arrizon	Reynoso
Massey	ELECTIVES	Coronado	Arrizon	Reynoso	Williams	Juarez	Castillo	Juarez	Orozco	West	Orozco	Solano	Coronado	Arrizon	Reynoso	Williams
Sunkara	MATH	Coronado	West	Castillo	Reynoso	Arrizon	Coronado	West	Castillo	Arrizon	Reynoso	Arrizon	Coronado	West	Castillo	Reynoso
Valenzuela	SPED	West	Coronado	Williams	West	Reynoso	Solano	Orozco	Juarez	Coronado	Castillo	Williams	West	Coronado	Williams	West
Williams	ELECTIVES	Orozco	Coronado	West	Arrizon	Castillo	Juarez	Reynoso	Solano	Castillo	Coronado	Reynoso	Orozco	Coronado	West	Arrizon

What do you have in place?

- ⌘ How does your walkthrough and observation schedule look like?
 - ⌘ How often do you visit classrooms? And who visits classrooms?
 - ⌘ When observing teachers, do you have an area of focus?
-
- ⌘ At your tables, discuss how a fixed schedule benefits your school? Also, brainstorm possible changes to your current plans or schedules.

Feedback Outline



End Goal:

Effective Teachers & Higher academic
achievement

Instructional Post-Conference Plan

Lesson

Number or

Name: Writing 6th grade

Evaluator: Alma Castillo

Teacher: Mrs. D

Conference Introduction/Greeting

Hello Ms. D, thanks again for taking the time out of your schedule to meet with me today. I really enjoyed observing your lesson. It is always a pleasure to visit your classroom and see your students' enthusiasm for learning and in this lesson like always they were all attentive.

Establish the length of the conference

Our conference should be between 30- 45 minutes and I will use a timer to keep me within this time frame.

Review conference process and purpose

During this professional growth post conference we are going to review an area of reinforcement from your lesson and how this supports student learning. We will also discuss an area of refinement from your current practice and how we can refine it to improve student learning. I will provide you with evidence from the lesson that support both and a model that support your refinement area.

The purpose of this post- conference is to provide you with the opportunity to self-reflect on your lesson in order to increase the impact on student achievement.

Then at the end of the conference we will look at your self- evaluation scores and how the lesson scored according to the Instructional Rubric.

Ask a general impression question (e.g., "How do you think the lesson went?")

As you think about your lesson, what stood out from your lesson and what did you notice about student learning while you were teaching the lesson?

How do you think your students did? What is your evidence?

Reinforcement Plan Form

Reinforcement Objective

By the end of the conference, the teacher will demonstrate an understanding of Academic Feedback, by explaining how she plans her lessons to consistently include student to student feedback that is academically focused, frequent and high and explaining what effect it had on her student outcomes.

Self-reflective questions

Why do you think it is important to include student to student feedback that is frequent and academically focused during the lesson?

What were some examples of student to student academic feedback in your lesson?

How does high quality student to student feedback impact the mastery of the lesson's objective?

Evidence: Identify specific examples from script for what the teacher did relatively well

Throughout your lesson you provided opportunities for students to provide feedback to each other.

Some of the examples of academic feedback observed during your lesson were: (provide teacher with examples)

1

How did your student to student feedback assist your students as they moved forward within the lesson?

Elicit feedback from teacher to explain why skill is critical to student learning

- Think about your group of students. Why do you think student to student academic feedback during a lesson improves their ability to master the objective?
- How did the academic feedback given to each other during your lesson impact their understanding of the skills being taught?

Continued use: Recommend action to continue practice

One of the things you did very well during your lesson was guiding your students to provide quality and focused student to student academic feedback. This kept your students focused on the learning objective and gave them an opportunity to reflect on the quality of work their partner was doing. You also guided them to provide evidence of the feedback and a suggestion piece that increased the rigor of the feedback and also validated the feedback provided to students. Continue using the student to student feedback using sentence frames to student elicit feedback and apply the academic language you want them your students to use. This will help students maintain engagement during the lesson and reinforce their mastery of the objective as well as expose them to test/academic language they will be use during Testing.

Research:

Marzano's Nine Instructional Strategies for Effective Teaching and Learning

by Robert Marzano

According to Marzano, Teacher feedback should be corrective, timely, and specific to a criterion. Research shows that feedback generally produces positive results. Teachers can never give too much; however, they should manage the form that feedback takes.

Read with her the highlighted to reinforce the evidence listed above.

Marzano:

Applications:

* Make sure feedback is corrective in nature; tell students how they did in relation to specific levels of knowledge. Rubrics are a great way to do this.

* Keep feedback timely and specific.

* Encourage students to lead feedback sessions. (reinforcement- sentence stems)

Connection to Classroom:

During your lesson you provided specific feedback and guided their student to student feedback, by doing this you set expectations so that the feedback was corrective and ensured that the academic language needed during the lesson was used. You also provided teacher feedback as they shared their peer feedback to ensure that it was connected to the lesson's objective.

Reinforcement Activity

- ⌘ How does this reinforcement plan impact teacher efficacy and student achievement?
- ⌘ Annotate what you think is critical to promote teacher effectiveness and student learning?

Refinement Plan Form

Refinement Objective

By the end of the conference, the teacher will demonstrate an understanding of Questioning, by developing an activity she can incorporate during her lessons to have students generate questions related to the objective.

Self-reflective question

If you had the opportunity to teach this lesson again, what would you do differently? Why?

How can you ensure that students ask questions in relation to the objective?

How does generating questions about during the lesson impact student learning?

Evidence and example: Identify specific examples from script about what to refine with an example based on best practice of concrete suggestions for how to improve

From Lesson Script: Uses storm check for students to jot down a list of questions they had about the model)

As I observed your lesson today, it was evident that you planned your lesson to include higher order level questions that supported the lesson's objectives and prompted the students' critical thinking skills. However, during the lesson you had an opportunity to guide students in generating questions that supported the lesson's objective and also measure their mastery.

For instance, while students were jotting down a list of questions they had about the model, you could have asked them to generate a question to ask a partner about the model, and then you could have asked them to connect it to the objective and see how they matched. When they jotted down their questions, they did not have a limit number of questions and no guideline for creating the question.

Rationale:

- Asking students to generate questions they take greater ownership of their learning, deeper comprehension, and make new connections and discoveries of their own (Rothstein & Santana, 2011) (Harvard Graduate School of Education- Teaching Students to ask their own questions)

Coaching:

The Question Formulation Technique (QFT)

Step 1: Teachers Design a Question Focus. The Question Focus, or QFocus, is a prompt that can be presented in the form of a statement or a visual or aural aid to focus and attract student attention and quickly stimulate the formation of questions. The QFocus is different from many traditional prompts because it is not a teacher's question. It serves, instead, as the focus for student questions so students can, on their own, identify and explore a wide range of themes and ideas. For example, after studying the causes of the 1804 Haitian revolution, one teacher presented this QFocus: "Once we were slaves. Now we are free." The students began asking questions about what changed and what stayed the same after the revolution.

Step 2: Students Produce Questions. Students use a set of rules that provide a clear protocol for producing questions without assistance from the teacher. The four rules are: ask as many questions as you can; do not stop to discuss, judge, or answer any of the questions; write down every question exactly as it was stated; and change any statements into questions. Before students start generating their questions, the teacher introduces the rules and asks the students to think about and discuss possible challenges in following them. Once the students get to work, the rules provide a firm structure for an open-ended thinking process. Students are able to generate questions and think more broadly than they would have if they had not been guided by the rules.

Step 3: Students Improve Their Questions. Students then improve their questions by analyzing the differences between open- and closed-ended questions and by practicing changing one type to the other. The teacher begins this step by introducing definitions of closed- and open-ended questions. The students use the definitions to categorize the list of questions they have just produced into one of the two categories. Then, the teacher leads them through a discussion of the advantages and disadvantages of both kinds of questions. To conclude this step, the teacher asks the students to change at least one open-ended question into a closed-ended one, and vice versa, which leads students to think about how the phrasing of a question can affect the depth, quality, and value of the information they will obtain.

Step 4: Students Prioritize Their Questions. The teacher, with the lesson plan in mind, offers criteria or guidelines for the selection of priority questions. In an introduction to a unit, the instruction may be, "Choose the three questions you most want to explore further." When designing a science experiment, it may be, "Choose three testable questions." An essay related to a work of fiction may require that students select "three questions related to the key themes we've identified in this piece." During this phase, students move from thinking divergently to thinking convergently, zero in on the locus of their inquiry, and plan concrete action steps for getting information they need to complete the lesson or task.

Step 5: Students and Teachers Decide on Next Steps. At this stage, students and teachers work together to decide how to use the questions. One teacher, for example, presented all the groups' priority questions to the entire class the next day during a "Do Now" exercise and asked them to rank their top three questions. Eventually, the class and the teacher agreed on this question for their Socratic Seminar discussion: "How do poverty and injustice lead to violence in *A Tale of Two Cities*?"

Step 6: Students Reflect on What They Have Learned. The teacher reviews the steps and provides students with an opportunity to review what they have learned by producing, improving, and prioritizing their questions. Making the QFT completely transparent helps students see what they have done and how it contributed to their thinking and learning. They can internalize the process and then apply it in many other settings.

Impact:

- In the classroom, teachers have seen how the same process manages to develop students' divergent (brainstorming), convergent (categorizing and prioritizing), and metacognitive (reflective) thinking abilities in a very short period of time. (Rothstein & Santana, 2011)
- Teachers can use the QFT at different points: to introduce students to a new unit, to assess students' knowledge to see what they need to understand better, and even to conclude a unit to see how students can, with new knowledge, set a fresh learning agenda for themselves. The technique can be used for all ages. (Rothstein & Santana, 2011)

Guided Practice: Question the teacher for how he/she can improve this lesson and/or future lessons based on your model

How can you incorporate Question Formulation Technique (QTF) model during your future lessons? How can you prepare yourself to effectively use the QTF model in your lessons?

How will this model affect the learning of your students in future lessons?

Can you briefly explain the steps for the QTF model ?

Follow – up

I would like to come to your classroom to observe your students generating questions. When will it be a good time, and what additional support can I provide for you to make this a successful follow up to this observation?

Refinement Activity

- ⌘ How does this refinement plan impact teacher efficacy and student achievement?
- ⌘ Annotate what you think is critical to promote teacher effectiveness and student learning?

Follow Up Methods

1. Conference
2. Email
3. Team Teaching
4. Whisper Coaching
5. Modeling

Note: All follow up should be given with explicit and constructive feedback- Our end goal as leaders is to build capacity and increase teacher efficacy to therefore impact student learning.

Follow Up Example

Teacher: C. Alvarez

Grade Level: 5th grade

Refinement: Presenting Instructional Content

Needs:

Teacher needs to reinforce the modeling piece in every lesson she teaches.

During observation, teacher did not model for students.

Action Plan:

Conduct 2 walkthroughs during the week Reading/Math

Script walkthrough and provide feedback to teacher on PIC (modeling)

Walkthrough Overview:

Teacher modeled how to find details in a passage and how to write it in their graphic organizer.

Teacher found evidence and labeled the paragraph, line in the graphic organizer.

Conference Outcome:

Met with Ms. Alvarez to give her feedback. Ms. Alvarez feels confident about her modeling, but is willing to ask for support from master teacher if needed.

Follow up: (How are you going to accomplish this? How am I going to monitor?)

Will give feedback to Master and mentor teachers on teacher's observations. We will continue to walk through the classroom and support Ms. Alvarez with PIC.

Activity Walk-About

- What does effective feedback look and sound like?
- How often should we provide feedback?
- Why should we provide feedback?
- Who should provide feedback?
- What is the purpose for providing feedback?

Reflection

- What steps does your team need to take, to modify your instructional feedback plan at your site?

Thank You

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